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# Implementation Character Education Through Religious Activities in The School

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*Abstract*

School is a strategic place to apply character education to students as the nation's next generation. The strategy in implementing character education in schools is through religious activities carried out in schools. This article aims to analyze and describe the planning, implementation and obstacles faced by schools in implementing character education through religious activities. This research is a qualitative research conducted in MIN 3 Aceh Barat. The research subjects were principals, supervisors, teachers, school committees and students. Data was collected through interviews, observation and documentation. Data analysis technique is done by data reduction, data display and conclusion drawing. The results showed that: (1) Planning activities carried out in each new school year by involving all school personnel, parents and school committees. Decision making is determined based on a joint decision through the stages of determining programs, costs required, program implementation plans, implementation and evaluation of religious activity programs. (2) The determined religious programs carried out on a scheduled and continuous basis until they become a habit. (3) Obstacles faced include: the dual role of teachers so that activities are not optimal, facilities for religious activities are not all adequate, the motivation of students varies in participating in religious activities at school, and the lack of parental support for activities at school.

*Keywords:* Education, Character, Activities and School.

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*Abstrak*

Sekolah merupakan salah satu tempat yang strategis untuk menerapkan pendidikan karakter kepada peserta didik sebagai generasi penerus bangsa. Salah satu strategi dalam menerapkan pendidikan karakter di sekolah adalah melalui kegiatan-kegiatan keagamaan yang dilaksankan di sekolah. Artikel ini bertujuan untuk menganalisis dan mendeskripsikan tentang perencanaan, pelaksanaan, dan kendala yang dihadapi oleh sekolah dalam menerapkan pendidikan karakter melalui kegiatan keagamaan. Penelitian ini merupakan penelitian kualitatif yang dilaksanakan di MIN 3 Aceh Barat. Subjek penelitian adalah kepala sekolah, pengawas, guru, komite sekolah dan peserta didik. Pengumpulan data dilakukan melalui wawancara, observasi dan dokumentasi. Teknik analisis data dilakukan dengan cara reduksi data, display data dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa: (1) Perencanaan kegiatan dilakukan pada setiap tahun ajaran baru dengan melibatkan seluruh personel sekolah, orang tua dan komite sekolah. Pengambilan keputusan ditetapkan berdasarkan keputusan bersama melalui tahapan menetapkan program-program, biaya yang dibutuhkan, rencana pelaksanaan program, pelaksaaan dan evaluasi program kegiatan keagamaan. (2) Program-program keagamaan yang ditetapkan dilaksanakan secara terjadwal dan berkelanjutan sehingga menjadi suatu kebiasaan. (3) Kendala yang dihadapi di antaranya: adanya peran ganda guru sehingga kegiatan kurang optimal, beberapa fasilitas kegiatan keagamaan belum memadai, motivasi peserta didik yang heterogen dalam mengikuti kegiatan keagamaan di sekolah, rendahnya dukungan orang tua terhadap kegiatan di sekolah.

*Kata Kunci*: *Pendidikan, Karakter, Aktivitas dan Sekolah.*

## INTRODUCTION

The development of globalization, science and technology has an impact

on all aspects of human life throughout the world (Asmaroini, 2017). One of the impacts of globalization caused by information and communication technology is the increasingly globalized cultural values (Hong & Cheon, 2017). Culture is spread globally through technology and media so that it affects the culture and ethics of its users (Kurniadi & Mulyani, 2017).

The progress of globalization has both positive and negative impacts on Indonesian citizens, especially elementary school children. The positive impacts include changes in values and attitudes, the development of science and technology. The negative impacts of globalization are; children often follow other cultures that are sourced from the culture they see from social media, children smoking, bullying, moral decadence and other negative impacts.

Problems about character are important issues to find solutions quickly. One of the right strategies to overcome the problems of the character of students is through education. Education is one of the basic needs and is very important for humans in living their lives. Education needs to be carried out continuously and developed in a systematic, integrated, and planned manner.

The implementation of character education is now an important activity to do. phenomena that occur in the community indicate a moral crisis in children, adolescents, and parents. Character education needs to be applied from an early age starting from the family, school, and community environment. There are many variations of character building strategies in educational institutions. These variations are caused by differences in regulations that have been applied, differences in the conditions of each educational institution, agencies have strategies for coaching and mentoring different students.

Character education is the efforts made to form good character values to someone, such as good character, good behavior, and good socializing. Character education is a process of transforming life values to be applied in one's personality so that it becomes a habit in the behavior of that person's life. A person who has good character is called a person of good character. A person who has a bad attitude is called a characterless person. Thus, a person's attitude and behavior can explain the person's character.

The results of research by (Ainiyah & Wibawa, 2013) on character building through Islamic religious education concluded that character education will develop well if character education starts from cultivating the religious values of students. Therefore, Islamic religious lessons are one of the supporting lessons for character education. Through Islamic learning, students are taught belief in Allah SWT as the basis of religion, teach the Al-Quran and hadith as their way of life, teach fiqh as signs of law in Islamic teachings, teach Islamic history as an example of a good life, and teach ethics as a way of human character. Islamic cultural values in Indonesia can be packaged attractively so that Islamic values have become traditions in life (Dofari, 2018).

Individual characters are different from other people's characters. Differences in character are caused by the experience of the learning process in different environments. This shows that environmental dominance has a strong influence on character education. The educational environment has a major

influence on character education. Thus, the implementation of character education needs to be supported by a good educational environment (Ramdhani, 2017). All school members need to create a conducive environment and support character-based programs in schools (Aminah et al., 2014).

Madrasah Ibtidaiyah Negeri (MIN) 3 West Aceh Regency is one of the schools in West Aceh that implements character education through school activities. The results of the researcher's observations show that the implementation of character education in MIN 3 Aceh Barat has not been fully run optimally and has encountered several obstacles. The researcher saw students who liked to fight when they were in the school environment, students' low discipline, students interfered with their friends while walking, less serious in participating in learning. The results of the researcher's interview with the teacher revealed that students at MIN 3 West Aceh are very heterogeneous from the educational background of their parents, environment and culture.

The purpose of this study was to analyze and describe the planning, implementation and obstacles faced in implementing character education through religious activities at MIN 3 Aceh Barat. Thus, the results of this study are expected to be information for schools and readers about the implementation of character education through religious activities in schools.

## RESEARCH METHOD

This research is a field research using a qualitative approach. This study naturally describes the phenomena that occur at the research site regarding the implementation of character education through religious activities. The study was conducted at MIN 3 Aceh Barat. The research subjects were principals, school supervisors, school committees, teachers and students. Research activities were carried out from May 2020 to the end of July 2020.

Data collection techniques were carried out by means of observation, interviews, documentation and triangulation (Sugiyono, 2018). Observations were made to find data on religious activities participated in by students, student-teacher interactions, student-student interactions. Interviews were conducted with research subjects to obtain data about the school's strategy for implementing character education. Document studies are conducted to obtain data and information from appropriate documents regarding the implementation of character education through religious activities, such as: schedules of religious activities, and photos of religious activities. Triangulation carried out is triangulation of techniques and triangulation of sources. Data analysis techniques are carried out through data reduction, data display and conclusion drawing

## RESEARCH FINDINGS AND DISCUSSION

Character education is the basic foundation for a nation to shape the soul of the child both physically and mentally. Therefore, in the purpose of character

education requires appropriate and synergistic management on the various components of education involved formally, non-formal, or informal, at school, family, and community. The purpose of character education in an Islamic perspective is the formation of students who have religious character, are honest, brave, care about others and responsible.

The management of character education in educational institutions starts from planning carried out by the principal, organizing the programs that will be implied, then implicated in each field of study by educators together with full responsibility in the institution (Rusmaini, 2017). Indicators of the success of character education management through religious activities that are instilled in accordance with the development of students, and they view that it will be very useful for their lives.

The criteria for the success of character education management include: (1) character that is instilled in accordance with the development of students, and they see that it will be very useful for their lives, (2) the students become human beings with character, creative and capable face various problems faced in his life and do not provide negative impact in social life, (3) quality improvement education that can be achieved by schools through independence, school and teacher initiatives in carrying out character education in schools, (4) improving the efficiency and effectiveness of management and use learning resources for character education through the division of responsibilities clear, transparent and democratic responsibilities, (5) increased attention and participation of school community members in the implementation of education character achieved through joint decision making, (6) the creation of safe, comfortable, and orderly school climate so that the learning process can be carried out in accordance with expectations (Mulyasa, 2016).

Planning for character education through religious activities at MIN 3 Aceh Barat begins with regular meetings held at the beginning of each school year. The meeting was attended by all school personnel who discussed the results of monitoring and evaluation as well as follow-up to end-semester learning activities and discussed program activities for each next semester. The principal conveys what programs have been achieved and programs that have not been achieved.

The religious programs that have been established are activities for the birthday of the Prophet Muhammad SAW, Isra Mikraj activities and the commemoration of the Islamic New Year, Islamic boarding schools and gathering activities during Eid al-Fitr and qurban activities on Eid al-Adha. The meeting also discusses setting priority programs, details of the costs required, sources of activity costs, time to implement and the committee for implementing activities. This is in accordance with the results of interviews with school principals that: "Good planning must begin with formulating school programs in accordance with the school's vision and mission, analyzing available resources and involving all school personnel in every decision making".

Educational planning is the basis for implementing education to achieve goals. Planning is considered important because it will determine and at the

same time give direction to the goals to be achieved. The goals of education will be achieved well if it is supported by good planning. Good planning must be able to answer about an activity that will be carried out in a certain period. The planning process starts from program preparation, implementation, monitoring and evaluation (Aisyah, 2018).

The planning process includes actions to determine what will be done, how to do it, what must be done and who will do it in the future (Kasmawati, 2019). Character education program planning has several stages, namely observation, coordination meetings, compiling work programs, program implementation, supervision, and evaluation (Maisaro et al., 2018). Thus, planning for character education is a very important first step to manage educational institutions so as to produce generations of achievement and character (Nahrowi, 2017).

Character education planning in schools is determined based on awareness and equality the perception of the importance of integrating the values that exist in all activists at school, so that these grades can become a habit by all school personnel. Concrete steps taken is to socialize about the importance of character education in schools which is based on the output of education as a projection of the need for human resources to compete globally. Regulation as the basis for the importance of schools implementing education character must be able to be understood by all school stakeholders and able to be implemented and accountable for the learning that will implemented (Salim, 2015).

The results of the researcher's observations show that the decision-making process at MIN 3 Aceh Barat is more inclined to adopt a democratic system. The democratic leadership style is seen from school programs that are determined by deliberation by involving all school personnel to attend meetings. All school personnel are given the opportunity to provide ideas through regular meetings held at the school. The ideas that have been approved through the meeting will be decided into a joint policy to be implemented.

The implementation of character education for students through religious activities at MIN 3 Aceh Barat is carried out through habits in daily activities at school. These activities include: getting used to giving greetings, smiling, greeting, polite and courteous which is carried out starting to enter the school environment. Students carry out morning activities starting with the recitation of the 30th juz of the Al-Quran, muhadharah every Wednesday, reading Yasin on Fridays, and a speech competition between classes taking turns every Thursday.

Students read the Al-Quran when starting the learning process in the classroom. Grade IV, grade V and grade VI students perform the dhuhur prayer in congregation at the mosque around the school. After the students finished the dhuhur prayer, they returned to the classroom to continue learning. Learning ends with a prayer at the end of the meeting.

The implementation of activities in schools is suggested to be able to shape the character of students so that they can change the character of students

from bad to better. The implementation of religious activities has a positive impact on the character of students, students are accustomed to doing good things such as being polite to younger, peer and younger people, being polite to teachers and friends at school, behaving well towards their friends.

Character formation through religious activities in schools can be done through several strategies, including modeling, intervention, habituation that is carried out consistently and strengthening. Character building requires exemplary, integration through continuous learning, training, long-term habituation that is carried out continuously (Rosad, 2019). Strengthening character education can be done through the learning process in the classroom by using various learning resources as supports (Hasnadi, Sumaryanto, et al., 2020).

Building communication with parents of students is very important in the implementation of character education. So that character education can be implemented optimally, it is necessary to have cooperation between the school and the parents of students and the community. Therefore, the competence of a teacher related to social competence needs to be developed so that teachers and schools can communicate harmoniously with the community.

The development of character values through religious activities can be practiced in leadership, example, tolerance, tolerance, hard work, discipline, social care, environmental care, national spirit, and responsibility. Therefore, at school must always be familiarized with good activities so that students are accustomed to doing good things in their lives.

The implementation of education in schools can at least be pursued through four alternative strategies in an integrated manner. *First*, integrating character education content that has been formulated into all subjects. *Second*, integrating character education into daily activities at school. *Third*, integrating character education into programmed or planned activities. *Fourth*, build collaborative communication between schools and parents of students (Wiyani, 2012).

Character education in schools needs to be developed based on local wisdom and implemented in a systematic, integrative and holistic manner. The application of character values in schools can be done by creating conditions that support the cultivation of character values, exemplary, routine school activities, routine activities, programmed activities, counseling guidance activities and extracurricular activities. The application of character values can be done through several activities, including; habituation of reading the Koran, reading prayers when starting and ending learning, discipline, maintaining cleanliness, being honest, commemorating Islamic holidays and dressing neatly (Hasnadi, 2019). Character education in schools is carried out inside and outside the classroom through various strategies and methods that are considered effective in accordance with school conditions (Mas'ud et al., 2018).

Habituation of exemplary is someone's behavior that is not planned because it is done without knowing the boundaries of space and time. The behavior of teachers and education personnel and students in providing examples through good actions so that they are expected to be role models for

other students. For example the value of discipline, cleanliness and tidiness, affection, courtesy, attention, honesty and hard work. These activities include dressing neatly, speaking politely, diligently reading, respecting others and arriving on time.

Strengthening habits is one of the integrated character education activities in all learning with activities at school (Hasnadi, et al., 2020). Routine activities such as flag ceremony, morning exercise, prayer together, clean Friday activities. These habits will be effective in developing the character of students continuously through habituation at school.

The obstacles that occur in MIN 3 Aceh Barat in the application of character education through religious activities are inadequate facilities and infrastructure, teachers have not carried out their duties and functions optimally, communication between the school and parents has not been well established, differences in student motivation to attend religious activities, the low enthusiasm of students in participating in religious activities.

The success of character education can be measured by the criteria of success, effectiveness and efficiency of character education management. The supporting factors for character education are human resources, facilities and infrastructure, quality standards and public perception of education (Farhani, 2019). In order for the implementation of character education to be successful in schools, there are several things that must be met, namely (1) education staff, teachers, principals, and school policy makers must be able to provide role models to students, (2) education in schools must be carried out continuously and consistent so that it becomes a habit, (3) the last is the cultivation of character values (Saptono, 2011).

The school supervisor team needs to carry out monitoring and evaluation activities systematically and continuously to ensure the implementation of character education in accordance with the plan. The supervisor's role is as a consultant, coordinator and assessor as well as creating a harmonious, honest, cooperative relationship, and being a role model. The results of monitoring and evaluation become the basis for following up as a solution to the obstacles that occur. The achievement of results that are not yet optimal must be improved through the process of mentoring, coaching, motivating and providing knowledge to all school personnel (Hasnadi, 2021). Evaluation activities are expected to improve the performance of school principals, teachers, and education personnel to achieve educational goals.

School management and character education should be carried out in an integrated and interconnected manner, involving all components and all human resources, infrastructure and media as well as other stakeholders. The application of school management must be able to plan, coordinate, organize, supervise and manage finances as well as evaluate all activities within the school which contain integrated or integrated character values in their activities according to their respective activities. Schools must be able to plan education and programs and

activities that instill character values and carry out quality control of schools with character.

## CONCLUSION

The application of character education through religious activities in schools in the province of Aceh is one step in realizing the implementation of education in Aceh based on Islamic sharia. Character education in schools will be achieved if it is supported by proper character education management. The stages in character education management at least include the planning, organizing, implementing and evaluation stages.

Character education planning is carried out by involving all school personnel to determine character education programs through religious activities. the implementation of religious activities can be carried out as expected, it is necessary to organize so that the projections of each activity can be clearly identified. Religious activities are formulated and determined at the planning stage so that they can be used as guidelines in their implementation. Evaluation of the implementation of character education is carried out on a scheduled and ongoing basis to determine the suitability between planning and implementation. The results of the evaluation are used as the basis for taking follow-up steps. Religious activities that have been successfully carried out should be maintained and developed. Challenges or obstacles that occur so that solutions can be found so that improvements occur in a better direction.

The results of this study can be used as information, knowledge and comparison for further researchers. All education practitioners need to optimally support the implementation of character education in schools. This support can be done by being a role model for all school personnel, providing adequate facilities, collaborating with various parties, allocating financing for religious activities, implementing integrated character education in schools, and conducting religious activities in schools on a scheduled and continuous basis. so that it becomes a habit in character building for students.

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